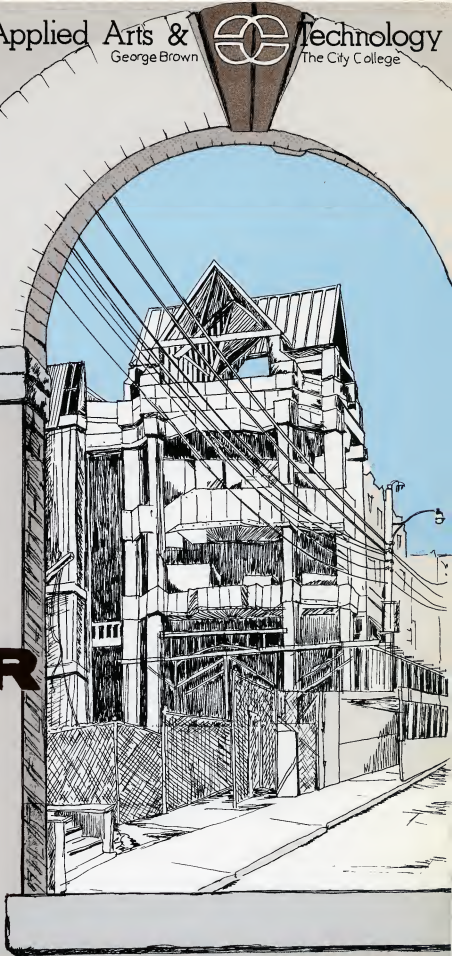




# REPORT TO THE MINISTER



**ANNUAL REPORT 1987**

**THE GEORGE BROWN COLLEGE  
OF  
APPLIED ARTS AND TECHNOLOGY**

**ANNUAL REPORT TO THE MINISTER**

**July, 1987**

**MARVIN GERSTEIN**  
Chairperson, Board of Governors

**D. E. Light**  
President

### COVER DESIGN

The report cover depicts a view of the School of Hospitality located at the St. James Campus of George Brown College. This new facility for hospitality training is based on a concept developed by Winston's proprietor John Arena. Built at a cost of \$13 million, the School will accommodate 1,200 students in 102 thousand square feet of space. From its prime location at 300 Adelaide Street East in the City of Toronto, the School will prepare people for careers in hospitality management, food and beverage preparation and service.

The members of the Board of Governors of George Brown College wish to acknowledge and express their sincere appreciation to:

Boni Millar  
Graphic Design Student '87,

for the artistic design which she developed for this year's Annual Report.

**The George Brown College  
Of Applied Arts And Technology**

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## INTRODUCTION

This report identifies the mission, goals and general strategic direction of George Brown College. It includes statements of current financial conditions and significant issues related to developments in the educational environment. The major events and accomplishments of 1986/87 are summarized as well as the size and scope of new services planned for 1987/88. Based on current observations, the College has selected to inform the minister about four issues which affect the college system as a whole.

## THE COMMUNITY

Metropolitan Toronto, a population centre with 2,180,800 people, is home to the largest multilingual and multicultural population in Canada. More than twenty-five percent of the country's new immigrants take up residence in the metropolitan area.

Two of every ten jobs in Canada are located in Metropolitan Toronto. While the local economy has slowed after two years of strong growth, the unemployment rate of 4.5 percent is the lowest in the nation. Currently, about three-quarters of the total jobs are located in the service sector and the remaining jobs are in manufacturing. Toronto has experienced a significant shift from industrial employment to office employment over the previous ten years.

Two universities, four community colleges and one polytechnic institute provide higher education and skills training services to the residents of the metropolitan area.

### MISSION AND GOALS

Predicting the future is a most interesting challenge to college educators. We know that information technology and "expert systems" will have a significant impact on the type and level of services provided and delivery methods used by institutions of higher learning over the next ten to twenty years. This implies that by the year 2000 George Brown College will be providing education and training in many different modes to a much wider audience. Year 2000 is only thirteen years away and if we look back thirteen years to 1974, it helps to put into perspective the type of change we can expect.

In 1968, when the College was established, there were 6,500 students in attendance. Most of these students were in full-time adult occupational training programs. By 1974, the College was providing educational services to 47,200 people. Approximately 60 percent of these people attended part-time training courses. We can reasonably expect to serve more than 75,000 people by the year 2000. Most of the training (between 80 to 85 percent) will be in the form of part-time activity and a significant amount of this activity may be conducted off campus.

We intend to move into the future in a coordinated orderly manner, seizing opportunities to diversify our services. What to change and how much will be guided by our mission and long-term goals. Our mission is to . . .

**"provide high quality education and training in Technology, Applied Arts, Business and Health Sciences, within a flexible learning environment, for adults who wish to find meaningful work and self-fulfillment in a changing society."**

With hindsight, we think we could have predicted the changes from full-time vocationally oriented training to more part-time service oriented training. The overall trend has been one of gradual change. However, we expect to see

more rapid transformation in the educational environment by the year 2000 than we have witnessed during the previous twenty years. Our commitment to change with the environment and to anticipate these changes will prompt us to focus on innovation, versatility and competence. To facilitate change, we have set the following objectives for 1987-88.

1. To achieve academic excellence by making available to students the best combination of practical training and individual development.
2. To develop and implement new ways of delivering College services.
3. To make individual as well as collective efforts towards improving the visual and professional image of our College.
4. To recognize the merit and contribution of each employee and encourage individual commitment to excellence.
5. To encourage and support employees in broadening their competencies through individual and co-operative efforts.

With emphasis on performance and quality, our goal is to increase service to the community and to provide greater opportunities to the people of Ontario. Barring major shifts in government policy, the College intends to continue its previous pattern of service diversification in 1987 and in the foreseeable years ahead.



## OPERATIONAL HIGHLIGHTS

### Accomplishments

George Brown College had an excellent year in 1986, achieving the five Operational Objectives it had selected for this period. The five objectives were designed to . . .

- promote growth and diversification,
- develop an entrepreneurial spirit,
- organize operational reviews,
- provide concentrated staff development, and
- promote excellence throughout the organization.

With the objective to diversify our services, we further integrated the College into the life of the Community. This has proven to be one of our most successful accomplishments. We are especially pleased with the partnerships, co-operative exchanges and cosponsorships which emanated from our meetings with the people in the community.

Our appreciation goes to the Toronto Advisory Committee on Employment Training (TACET) which performed a significant role in identifying the critical skills needs in our community and secured Federal funding for college run programs.

Some examples of the educational ventures which were carried out as joint projects with the community are as follows:

- . We provided basic level training to adults who are functionally illiterate in partnership with five agencies of the Metro Toronto Movement for Literacy (MTML). The other members of this partnership were:

- The East End Literacy group
  - Alexander Park
  - St. Christopher House
  - Parkdale Project Read
  - Toronto Alpha Centre
- 
- We co-operated with the Parachute Community Employment Centre to organize a Job Re-Entry project which combined Home Support and Health Care Aide service into one total care program.
  - With the support from TACET, we offered customized training to focused groups in our community. Four examples of the thirty-one joint projects with community agencies are:

Automated Office Procedures for the Blind and Visually Impaired  
cosponsors - Canadian National Institute for the Blind (CNIB)

Computer Aided Design and Drafting (CADD) for Immigrant Women  
cosponsors - Immigrant Women Job Placement Centre

Technical Sales for Women  
cosponsor - Young Women Christian Association (YWCA)

Theatre Production Technician  
co-operative venture with Theatre Ontario.

During the year the College's Public Relations Department established a "Speakers Bureau" of volunteer College staff who are available to speak to community groups and clubs.

In response to the public's interest in being prepared for emergency assistance, the College established at its Nightingale Campus a centre to teach Cardio-Pulmonary Resuscitation (CPR) to the general public and health care professionals. This complements other services to the community which include a Dental Care Clinic and access to our fitness and athletic facilities at the three main campuses.

### A Communication Link

The College selected to publish two periodicals to encourage the exchange of knowledge and ideas among the other colleges and community agencies.

LINKS - is a community newsletter which highlights activities, programs and services provided by the College, community agencies and settlement houses. Circulation is approximately three thousand copies.

GEORGE BROWN JOURNAL - is designed to share educational expertise and research among the professional educators in community colleges across Canada. The first issue is planned for the fall, 1987.

### Day Care Centres

Among the services provided by the College to its community are the operation of two Day Care Centres. One centre is located in the Kensington community area, the other is located in the WaterPark Place complex at Harbourfront. The College is currently administering the development of a third facility which will provide day care for approximately 52 children. This is a joint development project with the Garment Workers of Canada and the Toronto City Council.

### Harbourfront

Bolstered by the interest expressed by senior citizens to participate in college education, we have chosen to cosponsor an "Elderhostel" program for 150 older adults in the summer of 1987. This project combines hosting and learning in a residential college setting at Toronto's waterfront and Victoria College. At Harbourfront's Studio Theatre, the College cosponsored programs organized for the "Children of the Performing Arts." Additional courses offered to the citizens of Metro Toronto at this waterfront complex, included courses in microcomputer applications and recreational sailing and canoeing.

### Innovation and Entrepreneurship

In the interest of helping the entrepreneurs and promoting the development of small business, the College with a grant from the Ministry of Industry Trade and Technology, established an Innovation Centre. This centre makes available its professional consulting services to anyone in the community who may need assistance in the successful start-up of their own technology oriented business.

### International Consulting

During 1986, professional development staff from the College were engaged in consulting services with college administrators in Jamaica. This is our third year with the CAST program for teacher training. We, also, joined a consortium of thirteen Canadian organizations to consult on human resource development projects with partners in the Arab world. It was the year in which we established formal ties with the People's Republic of China. This cultural exchange was realized by twinning with the Dongbei University of Finance and Economics located in Dairen, China.

### NEW DIRECTIONS

In the year ahead, we will accelerate our efforts to reach specific groups of people within our community. Particular focus will be placed on —

- improving accessibility to diverse ethnic communities within Metropolitan Toronto,
- continuing to assist the under age 25 in their return to education on a part-time basis,
- forming cooperative ventures with other institutions and private organizations to assist the older worker who is displaced by technology or plant closure, and
- assisting senior citizens in their participation in the "lifelong learning" process while improving their accessibility to College services.

Clearly the main objective will be to extend our college resources to a wider audience. Concurrent with our planned growth, will be the emphasis on Quality Assurance, Customer Satisfaction and Service Excellence.

The climate for new growth and development was never better. We are confident in our ability to build on our continuing success with community agencies. Together we are able to help people to be functional within the workplace and to develop their full human potential. This is made possible by a core of professionals and dedicated service staff. Thanks to the 1,328 full-time employees, 1,000 part-time staff and more than 1,100 volunteers, we are able to make significant contributions to the cultural and economic growth of the city of Toronto and Province of Ontario.

Our ability to develop people, thereby, contributing to economic prosperity is dependent on our professional competence. We believe that our role as effective educators will be enhanced by accessing our untapped creative potential. Providing increased opportunities for staff to develop their talents and update their skills will be central to our plan to extend services. In view of

the challenges before us, we will focus our energies on individuals who are most likely to be affected by change. With prudent management and development of our human resources, we are confident in our ability to take advantage of the anticipated changes in the educational environment.

With respect to our physical resources, we will be consolidating our operational activity into three main campuses. Through these efforts, we expect to improve the utilization of our resources, achieve operational efficiencies, increase services to the handicapped and add significant value to our service to students.

Toronto is recognized as a major cultural centre in Canada. We believe we are well positioned to offer training and support to the people who pursue a career in the Performing Arts. With the cooperative assistance of local agencies, George Brown College is planning the development of a Centre for the Performing Arts.

We are particularly encouraged by the success of joint ventures with our local government and private enterprise. The operation of Day Care Centres is an area in which the College has considerable expertise. With our highly competent staff and the support of our training facilities, we are able to offer extensive support in the start-up and staffing of new Centres. We are currently managing two Centres and will start-up a third Child Care facility in the fall of 1987. These Centres are a nucleus for practical on-the-job training and offer positive support to the employers of highly skilled people.

The year ahead represents a year of dynamic change for George Brown College. Our twenty years of experience in the training of adults gives us considerable confidence in our ability to respond to the educational needs of our community. We are proud of our achievements and the diligence and dedication of our staff. It is the people within the College who develop the climate in which other people can learn, develop self-confidence and make a significant contribution to the betterment of society.

## OUR ACADEMIC ENVIRONMENT

### Academic Excellence

George Brown College is large enough to challenge people with a variety of career training options and small enough to care about the progress of each student. Academic goals are selected to achieve the best match between the student's abilities, strengths and aptitudes and the economic, political and social realities of our times.

### The Student Profile

The residential mix of Metropolitan Toronto provides the College with four distinct student types. We provide training to new Canadians. In many cases, the College is their first contact with Canadian language and culture. The second group consists of young adults between the age of nineteen and twenty five years who attend college to prepare for a first career. Their training activity is generally carried out on a full-time day basis and programs range from six weeks to a maximum length of three years. The third group, significant because of its fast growing trend, represents adults between the age of thirty and sixty-five years who are returning to education to upgrade their skills or who are looking for a second career. Many of these people are full-time students who intersperse their studies with periods of full-time employment. Others are part-time students who are released by their employers, on a partial day basis, to attend regular day classes. The fourth group consists of students with an age range of six to seventy-six years who attend part-time (continuing education) courses in the evening or on week-ends. They attend these courses to broaden their knowledge and skills, develop their talents or for recreational interest. This group represents the largest enrolment growth over the previous five years.



### Multiculturalism

The College is well positioned in the out-reach educational field. As an institution committed to providing equal access to educational and training opportunities we are reaching out to the diverse racial and cultural groups in our community. We recognize that ethnic groups within the City of Toronto need quite different educational support from residents who attend the suburban colleges. We are sensitive to the special needs of many adults who have less than eight years of schooling and for whom English is a second, third or fourth language. The commitment and dedication of staff in the Community Outreach Department and the Business and Industry Training Division, allows the College to teach adults specific skills in their local communities. George Brown College's continuing success with ethnic groups is based on its close collaboration with community agencies. These agencies, with a focus on the communal interests of the various ethnic groups, are affiliating with the College to provide the certified training requested by employers. With the cooperative efforts of third party agencies, we are able to respond in a constructive manner to the unique educational requirements of our multicultural metropolis.

### The Senior Citizen

Research conducted by the College indicates a growing need for college services directed towards the increasing proportion of senior citizens in our society. The concept of "lifelong learning" is most evident in their expressed interest for intellectual stimulation in their social environment. The College is studying how it can provide services which can support their interest in the areas of health and fitness and survival skills for our technologically oriented society. The strategy is to identify the collective as well as individual needs of the senior citizen and respond with unique services which will help these people to be both mutually supportive and self-reliant.



### The Physically Disabled

The College conducted research during 1986/87 to identify what are the available resources and what services it can provide to physically disabled people. With many years of experience in training students with hearing impairments, we believe that we are well qualified to assist disabled people to participate in a college education. The study has prompted us to examine our academic and student service policies to determine how the existing policies affect the disabled. Our short term goal is to provide the handicapped with dependable information and services that are truly functional. Our strategy is to facilitate their access to the College. We are aware of the positive benefits obtained from their day-to-day interaction with their cohorts in society.

### Opportunities for Women

One of the major transformations in our society is the change in the workplace composition. Over fifty-five percent of women nineteen years of age and over are entering the labour force. In keeping pace with the social trends, the College is making a sincere effort to broaden the opportunities available to women. Our efforts to date in encouraging women to enter nontraditional occupations have met with limited success. However, we are continuing to promote the training advantages linked with occupations in the science and technology sector. We are definitely looking forward to playing a leading role in matching womens' talents and skills with the needs of our provincial economy.

### Programs and Courses

In the area of programs and courses, there is a bigger choice than ever before, and this choice will continue to grow. We know that the computer will perform a major role in future oriented developments in education. However, textbooks continue to be the basic instrument to record and share knowledge. We are concerned with the increasing cost of these educational materials. Students spend a lot of money on textbooks - in some cases the amount exceeds

tuition fees. We expect that increased sophistication in communications will help to control some of the cost to the student, but it will not exclude the need for printed material.

Financial constraints are forcing the College to examine its full-time program offerings. More effort will be applied to the removal of obsolescent and redundant courses to allow the introduction of new concepts and ideas. Effective learning time has now become a major issue in revising and enhancing existing programs.

### Computers in Education

Our increasing dependency on technology to manage our complex information oriented society and the greater focus on health, safety and comfort are instrumental to the growing demand for computer literacy. The College which is centered in a community where more than fifty percent of the labour force is using computers directly or indirectly in its work, is responding to the students requests for more exposure to computers. From this perspective, all career oriented programs are being examined, expanded or modified to include computer literacy where applicable. We continue to give high priority to the enhancement of existing programs which have direct computer applications through the additions of new features and software development. The College is providing state-of-the-art training in areas of Computer Assisted Design and Computer Aided Manufacturing. We have over a period of ten years, also, placed very high priority on the development and application of computer software for training in the areas of Hospitality, Printing Technology, Graphics and Fashion Design.

Considerable progress is being made in the development of computer assisted instruction to support the autonomous learners. We are using computer resources successfully in the areas of remedial learning specifically in the support to students in the Ontario Basic Skills programs. The College is using the "PLATO" computer training system in the "Job Start" program.

The direct application of computers to more extensive skills training has received considerable attention over the previous year. Interest in using micro-computers as tools to expand the learning experience while reducing training costs has met with favourable support. However, in training trades and crafts people the qualified human instructor is still the most effective resource. The limited availability of college-level educational software and the high cost involved with the development of such software have contributed to the relatively slow integration of computers into much of the existing curriculum. This will not restrain the College from seeking to introduce learning methods in which human and computerized instruction complement each other.

### Perplexing Issues

An awareness of the social and political trends which are changing our society, does not facilitate the need to make critical choices about academic directions and their impact on our institution. As a mature organization we are aware that we must revitalize in order to compete in an increasingly difficult environment. To achieve long-term stability and excellence we must find solutions to the following problems.

1. Do we have enough knowledge about the future to determine which skills (occupations) will be needed in the 1990's, thereby, developing appropriate training programs?
2. Declining high school enrolments and changes to the OSIS system is resulting in fewer students with adequate preparation for entry into college technical programs. Will we be forced to reconceptualize our educational approach or do we de-emphasize technical training?
3. Employers are requesting college trained people who have a broad educational experience. Social scientists indicate that people will have three or four different occupations in their lifetime. Accepting these scenarios, should the College provide more generalization than specialization in its programs?

4. Science and engineering programs are subject to the most rapid structural changes in our society. The College is determined to combat the problem of technical obsolescence while mobilizing its resources to take advantage of the benefits provided by the new technology. How does one upgrade or replace 80 percent of the technical training equipment when this is a necessity for effective training?

#### The Educator

At George Brown College, there are seven hundred and twenty-six full-time professionals who have the direct responsibility for transmitting knowledge and information to students. These people, members of the Ontario Public Service Employees Union, are ingenious in finding the best way of helping adults to acquire new skills, thereby, enhancing their "quality of life." Taking into consideration the varying interests, motivation and educational background of the students, the college teacher creates a climate where adults are given the opportunity to develop their talents and skills while nurturing self-confidence and self-esteem. The George Brown College teacher, with the role of mediator, clarifier and unbiased discussion leader, has to cope with culturally diverse views on economic priorities and social ethics. Every teacher is called upon to instill vision and meaning into each course of instruction without imposing on the autonomy of students. The faculty member is expected to promote new ideas, support new educational delivery methods and contribute to curriculum innovation. In essence, within an increasingly complex environment, the George Brown College teacher is expected to know what has to be done and to do it.

With goals oriented towards excellence and service diversification, the College has established a system of co-operative professional development. Changes in the collective agreement are increasing access and time made available to faculty for professional upgrading. The institution is employing a more flexible approach to staff development than was generally available in previous years. Special attention is placed on upgrading the skills of the people who teach in the technically volatile areas. On-the-job exposures rather than formal professional development programs are provided to the people who are

involved with changing services and programs. Teaching faculty are encouraged to develop experience and information exchanges with the industries and service agencies which hire the graduates.

We are fortunate to have so many dedicated teachers whose skills and attention to "quality of instruction" is proven by the high demand for the College's graduates. They represent the fundamental strength of George Brown College.

### OUR FINANCIAL STATUS

The change from an industrial to a more knowledge-based economy, demands a greater investment in higher education in order to sustain our provincial economic growth. The educational costs are most often determined by the degree of advance embodied in the knowledge and expertise that institutions must provide. The position of George Brown College is to use its resources to prepare people to be effective participants in the changing labour market. Apart from economic benefits provided to the local community, the College also contributes to Ontario's social and cultural well-being.

In recent years, the College has recognized and reacted to new combinations of financial constraints which threaten the economic stability of the institution. By the end of 1987/88, we expect the net change in operating cost to outpace the change in enrolment growth (Chart - 1A).

During 1985/86, the College's total expenditure was \$86 million to provide 12.5 million hours of training and educational services. Revenues for the same period were \$89.6 million which generated a surplus of \$3.7 million. In essence, the excess revenues over expenditures resulted from the following extraordinary items:

- |             |   |
|-------------|---|
| \$2,083 (M) | additional funding which includes once-only special purpose grants, |
| \$ 455 (M)  | additional tuition fees including receivables,                      |
| \$1,289 (M) | internal transaction reversals, fund transfers and interest income. |

The College's operating fund balance (Reserves) for the 1986/87 fiscal year was \$8.2 million of which \$5.0 million has been appropriated for construction projects and renewal of computer managed information systems. At year end, the unallocated portion of the College's reserves was approximately 3.6 percent. The College policy on reserves, set at 3 to 5 percent, is designed to cope with emergencies (e.g., equipment failures, roof repairs, etc.).

Continued emphasis on training quality is our goal for 1987. However, we are concerned about two changes in our environment which may threaten the economic viability of our professional services:

- reduction in direct purchase of training by the Federal Government which has resulted in a \$7.0 million reduction of potential income over a period of three years,
- declining high school enrolments which are limiting growth in post-secondary programs.

Both factors will have a considerable effect on government funding which represents more than 90 percent of our income. Financially, the College anticipates 1987/88 to be a challenging year as we cope with a \$3.1 million reduction in our income base. With increased operating costs occasioned by changes in the faculty collective agreement, we expect a year end operating deficit in excess of \$750 thousand.

The projected operating deficit touches everyone. However, we are confident that expense controls, new services and employee commitment will alleviate some of the pressure on our critical resources. Budget controls initiated for 1987 are . . .

- . staff reduction (specifically through resignations, retirements, part-time and some layoffs) of forty to fifty full-time equivalent people,
- . maintenance of the physical plant will be reduced by more than three percent,
- . operating funds will not be used to purchase fixed assets,
- . less money will be available to support college services.

Departmental mergers in the area of educational resources will allow the College to achieve some reduction in administrative costs. Staff will be encouraged to maximize results with existing resources.



We are well aware of the value of our skilled people in attracting new growth. During the period of economic restraints, the College is endeavoring to apply management practices to secure the jobs of its staff. We expect that our continued success in cost containment programs will allow us to invest in the further development of our skilled and professional people.

During the year, the College will continue its strategy of not replacing employees who retire and to limit the hiring of sessional and part-time staff. It is also offering early retirement incentives to employees with ten or more years of service with the institution. A great deal of effort will be placed on increasing our income base by taking advantage of new provincial programs directed towards unemployed youth and socially disadvantaged groups.

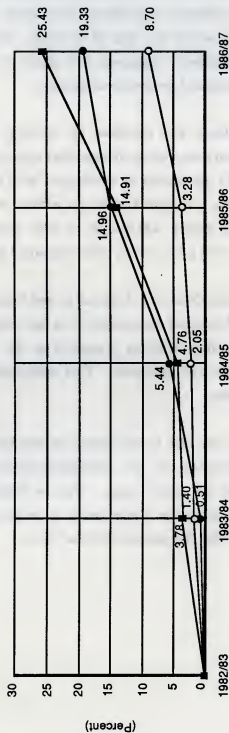
A co-operative venture with Ontario's Hospitality and Tourism Industry will result in a new facility - The School of Hospitality - to be completed in the fall of 1987. Relocating the hospitality training programs at the new facility will allow the College to consolidate its operation. This will assist in the planned reduction of plant operating costs.

The College is investing into the future based on the flexible skills of its staff. Our intent is to capitalize on the multidimensional nature of our educational services to expand our client base. We are tackling our complex fiscal problems and achieving solutions while being attentive to the changes affecting the services we offer and the people who use them.



Chart 1A

# Five Year Highlights Student, Staff, Expenditure (% change)



● - Student    ○ - F.T. Staff    ■ - Expenditure

- \* Expenditure includes fixed assets but excludes debenture interest
- \* Expenditure discounted with annual inflation factors (C.P.I. - ALL)

## SYSTEM-WIDE ISSUES

### Canadian Jobs Strategy

While the College supports the Federal Government's concept of providing effective employment related training to people and areas demonstrating the greatest need, two years into the program we have noted some serious deficiencies.

1. Current eligibility criteria deny many immigrants and recently unemployed people access to training.
2. There has been a 20 percent reduction in the training and employment funds across Canada.
3. The shift from institutional to the profit making sector has resulted in a 50 percent reduction in Federal training purchases to colleges.
4. Bridging programs which offer women a wider career choice have been cut back in favour of short-term training for lower wage earning and lower skills occupations.
5. The indirect purchase plan increases the overhead costs for skills training. Each project requires separate agreements thereby eroding the funds available for training.

### Ministry of Skills Development Programs

Midyear changes in the Ontario Training Strategy contributed to the increasing complexity of college administration. The insistence on line budget reporting and individual contracts with institutions, resulted in more emphasis on financial reporting and less time dedicated to academic development.

### Ontario High School Curriculum

There is a noted decrease in student participation in mathematics and science courses in the Ontario high schools. This gap in knowledge will force colleges to stream high school graduates into preparatory courses prior to admitting them into technology programs. Adjustments to the high school curriculum (OSIS) would appear to be the more preferable option than increasing the length of training at a college.

### Computer Managed Student Information

The growth in information requirements and complex changes in provincial reporting procedures has prompted many colleges to upgrade their computer information systems. Each college is left to its own devices to hire consultants, negotiate formal agreements and manage the upgrading of these systems. There are common data requirements, as well as common data management practices, at each community college. The inadvertent redundancy in identifying basic student registration and enrolment reporting data needs at each institution, adds substantially to the cost of upgrading the information systems. The Ministry of Colleges and Universities could perform a beneficial role by coordinating the assessments and formulating computer data base standards and policies that apply to the college system as a whole.

FIVE YEAR STUDENT, STAFF & FINANCIAL HIGHLIGHTS

	1986/87	1985/86	1984/85	1983/84	1982/83
<b>ENROLMENT</b>					
Full Time Post Secondary (Fall Semester)	6,424	6,199	6,226	5,996	5,539
Part Time - Course Registrations	46,270	44,376	37,908	34,393	32,977
Adult Training - New Entrants	8,000	7,880	8,049	8,685	10,067
Apprenticeship	4,623	4,413	5,141	5,975	6,330
Special Educational Projects					
New Entrants	1,203	1,214	1,454	979	830
<b>Total Enrolment</b>	<b>66,520</b>	<b>64,082</b>	<b>58,778</b>	<b>56,028</b>	<b>55,743</b>
<b>FULL-TIME STAFF</b>					
Faculty (Regular Full-Time)	674	651	664	658	633
Support Staff	498	433	420	422	413
Administration	100	108	121	118	121
Other (Non-teaching faculty)	52	66	38	37	51
<b>Total Full-time Staff</b>	<b>1,324</b>	<b>1,258</b>	<b>1,243</b>	<b>1,235</b>	<b>1,218</b>
<b>COLLEGE REVENUE/EXPENDITURE</b>					
College Revenue (\$ 000)	89,596	77,585	70,903	67,186	60,329
College Expenditure (\$ 000)	86,332	77,604	69,100	65,926	60,106

Notes:

1. All enrolment values displayed are based on actual training activity.
2. T1B1 is not included in the total enrolment.
3. College revenue and expenditure exclude debenture interest.

